DOCUMENT RESUME

ED 072 190 VT 018 472

AUTHOR	Kennedy, Elsie, Ed.; Williams, Lawrence, Ed.
TITLE	Synopsis: Career Education in Kentucky.
INSTITUTION	Kentucky Univ., Lexington. Div. of Vocational Education.
PUB DATE	Jan 73
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Background; *Career Education; *Program Descriptions; Program Development; *Regional Planning; *Regional Programs; *State Programs; Vocational Development
IDENTIFIERS	*Kentucky

ABSTRACT

The main purpose of this booklet is to review and synthesize the historical background of career education in Kentucky and the current status of state-supported career education projects. An overview is presented of the efforts that have been made to implement the concept of career education in Kentucky, hoping to encourage other school systems in the state to further explore and implement their own career education programs. Data were collected by interviews, site visitations, and a survey form which was devised to elicit specific information about the projects from the project directors. Responses to the survey were put in a standardized format and a draft copy was returned to each project director for final editing. This procedure provided for the accuracy that was needed. While some of the projects may have changed since the submission of the descriptive material, the thumbnail sketches provided by the project directors do represent an accurate picture of state-supported career education efforts in Kentucky. (Author)

ED 072190

synopsis:

CAREER EDUCATION in KENTUCKY

CURRICULUM DEVELOPMENT CENTER
VOCATIONAL EDUCATION
UNIVERSITY OF KENTUCKY
LEXINGTON, KY. 40506

VT018472

ED 072190

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SYNOPSIS: CAREER EDUCATION IN KENTUCKY

Edited by

Elsie Kennedy
Lawrence Williams

January 1973

FOREWORD

The Commonwealth's early efforts in career education have been stimulating and exciting. It appears that career education brings vitality to education; however, career education is not a panacea for all of our educational problems. But career education does seem to be an effective strategy for assisting people as they grope with those problems associated with career development.

As an innovative strategy in the educational systems, career education seems to be without peer. Career education has found quick acceptance by students, teachers, parents, administrators, counselors, and the lay public. A part of the justification for the quick acceptance of career education may be traced to the fact that career education addresses itself to all people, not just a select few. Perhaps most important of all, career education is people-oriented, not institution-oriented.

Career education is, perhaps, most of all, a way of thinking. This may explain a part of our frustration in attempting to define and explain career education concepts.

The profession is indebted to Elsie Kennedy and Lawrence Williams for their efforts in the preparation of a document portraying the past and current status of career education in Kentucky.

Floyd L. McKinney, Director
Program Supporting Services Division
Bureau of Vocational Education
Kentucky State Department of Education

ACKNOWLEDGEMENTS

The editors wish to identify and express their appreciation to the individual project directors, historical background people, and staff who provided the descriptive information and publication assistance for this report. Without their cooperation, this publication would not have been possible.

Louis Perry ---------- Historical Background

Eugene Tallent ---------- Historical Background

Clayton Omvig ---------- Historical Background

Lorraine Darley ---------- Historical Background

Otto Mattei ---------- Project Director

Theo Vickers ---------- Project Director

Barbara Preli ---------- Project Director

John Jenkins ---------- Project Director

Norean Wilson ---------- Project Director

Ed Marcum ---------- Project Director

Melvin Gibson ---------- Project Director

Ruth Hayward ---------- Typist

Raymond Gilmore ---------- Artist

Pat Schrader ---------- Editor

PREFACE

The main purpose of this booklet is to review and synthesize the historical background of career education in Kentucky and the current status of state-supported career education projects. It is hoped that this will provide an overview of the efforts that have been made to implement the concept of career education in Kentucky and encourage other school systems in the state to further explore and implement their own career education programs.

Data was collected for this booklet by interviews, site visitations, and a survey form which was devised to elicit specific information about the projects from the project directors. Responses to the survey were put in a standardized format and a draft copy was returned to each project director for final editing. This procedure provided for the accuracy that was needed. While some of the projects may have changed since the submission of the descriptive material, the thumbnail sketches provided by the project directors do represent an accurate picture of state-supported career education efforts in Kentucky.

TABLE OF CONTENTS

Historical Background of Career Education in Kentucky ---------- 1

Bowling Green Project ---------- 5

Owensboro Regional Project ---------- 9

Louisville Project ---------- 14

Pikeville Project ---------- 16

Newport Project ---------- 19

Clay County Project ---------- 21

Henderson Project ---------- 23

Summary ---------- 26

HISTORICAL BACKGROUND OF CAREER EDUCATION IN KENTUCKY

Career education was guided into being in Kentucky largely through the efforts of the Career Education Policy Committee and the Career Education Technical Committee. These committees were formed at the state level following the 1968 passage of the Amendment to the Vocational Education Act of 1963 by the national legislative bodies. This amendment made possible the appropriations of millions of dollars annually for the development of pilot programs and transportable curricular materials for career education in all the states. The supporting funds for redirecting these educational efforts come from the United States Office of Education.

The recent expansion of research in all areas of education necessitated establishing centers around the country to gather, organize, and synthesize educational materials in a logical system so that a computer search could rapidly and inexpensively retrieve information on any subject concerning education. The major centers for this purpose are the Educational Resources Information Center (ERIC), the ERIC Clearinghouse for Vocational and Technical Education, and the Pattee Library of the Pennsylvania State University. Extensive materials related to career education have been compiled and developed in these centers where computer searches can be utilized. The Center for Vocational and Technical Education at the Ohio State University conducted a computer search in "Research in Education" (RIE), "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), "Abstracts of Research Materials in Vocational and Technical Education" (ARM), and Current Index to

Journals in Education (CIJE). The descriptors used in the search were Historical Reviews, Educational Philosophy, Theories, Occupational Choice, Career Planning, Career Choice, Occupational Clusters, Conceptual Schemes, Occupational Aspirations, Educational Innovation, Occupational Information, Vocational Counseling, Occupational Guidance, Prevocational Education and Classroom Guidance Programs. Together these descriptors yielded 97 citations. As early as 1965 the idea of organizing the world of work into "clusters" for career education purposes was being researched by the Industrial Education Department of the University of Maryland under a grant from the United States Office of Education. The results of this research are documented in the ERIC system. Individuals desiring additional information may contact ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

The ERIC system contains large quantities of information on career education and has been utilized in developing the pilot programs for career education in Kentucky largely through the efforts of Career Education Technical Committee in the State Department of Education.

The Career Education Policy Committee, formed at the state level, was composed of Dr. Carl Lamar, Assistant Superintendent for Vocational Education, chairman; Sam Alexander, Deputy Superintendent; Don Bale, Assistant Superintendent for Instruction; James Melton, Assistant Superintendent for Administration and Finance; Marshall Swain, Assistant Superintendent for Pupil Personnel Services; Frank Vittetow, Assistant Superintendent for State-Federal Relations; Ben Coffman, Assistant Superintendent for Rehabilitation Services; Dr. Lyman Ginger, Superintendent of Public Instruction; and Ken Miller, Director of the Office of Planning.

The Career Education Technical Committee was composed of the following people:

Floyd McKinney, Bureau of Vocational Education, Co-chairman.
Eugene Robinson, Bureau of Instruction, Co-chairman.
Arthur Cottrill, Office of Planning.
Curtis Phipps, Director, Bureau of Pupil Personnel Services.
Billy Braden, Bureau of Pupil Personnel Services.
Gary Steinhilber, Bureau of Pupil Personnel Services.
D. C. Anderson, Bureau of Instruction.
Eugene Tallent, Bureau of Instruction.
Robert E. Lawrence, Bureau of Rehabilitation Services.
Stewart Gatewood, Bureau of Rehabilitation Services.
Thomas Hagler, Bureau of Administration and Finance.
C. E. Rall, Bureau of Administration and Finance.
Richard Winebarger, Bureau of State-Federal Relations.
Malcom McCulloch, Bureau of State-Federal Relations.
Charles Wade, Bureau of Vocational Education.
Douglas McKinley, Bureau of Vocational Education.

These two committees, plus the R.C.U. personnel, developed the philosophy, objectives, guidelines, and strategies for planning and implementing career education in Kentucky through a series of conferences to which various educators from around the state were invited.

When the previously mentioned 1968 amendment was passed, federal money became available through vocational education for exemplary programs in career education. The U. S. Office of Education allotted a given amount of money to each state. Kentucky's share was approximately $290,000, half of which was to remain with the Commissioner of Education. One project within Kentucky would be funded directly from Washington, while the other half of the money was sent directly to the state as part of the vocational education funding for career education. With federal money, the career education project in Pikeville was started and projects in Clay and Henderson Counties were started with state-federal support. With additional funding, pilot programs in career education have been established in Bowling Green City Schools, Newport City Schools, Henderson City Schools, Clay County Schools, and Pikeville City Schools. Eleven school

systems have combined their career education resources to form the Owensboro Regional Project which has also been funded through Vocational Education funds earmarked for this purpose. Other federal funds which could be utilized for career education are Model City funds, Appalachian Regional funds, Appalachian Regional Commission funds, the Elementary and Secondary Educational Act of 1965 funds, particularly under Titles I, II, III, and VIII.

The procedure for starting funded career education projects in Kentucky has been reasonably uniform. The State Department of Education has invited interested school systems to submit a prospectus of a project for consideration. These are reviewed by personnel in the state department and a selected number of school systems are then asked to write proposals. The State Department of Education has personnel available on a consulting basis, if needed. Completed proposals are submitted to the State Department and projects are then selected for funding on the basis of stated objectives, feasibility, location, and composition of the school systems, etc.

When funding has been approved, a school system then hires a project director or designates a staff member to implement the program. The project director usually establishes an advisory committee and selects teachers for in-service training, research, and unit writing. These key teachers attend in-service meetings for project personnel and are responsible for spreading the concepts and methodology of career education to other teachers in their respective schools. A more detailed breakdown of specific federally funded projects in Kentucky is included in this synopsis.

PERSONAL ENHANCEMENT OF OCCUPATIONAL PREPARATION

THROUGH LIFE-CENTERED EDUCATION

BOWLING GREEN, KENTUCKY

The career education program is being carried out in all grades from one through twelve. The program is divided into four stages: grades one through three, four through seven, eight and nine, and ten through twelve.

The main goal for Stage One is to make the child aware of the roles of the worker in his home, school, and community. During these formative years, emphasis is placed on the differentiation of the work of his parents and the work of others. The role of the teacher in Stage One is to provide simulated career-oriented experiences; it is also to develop an acceptance of responsibility, an awareness of self, an understanding of the dignity of work, an awareness of job roles within the family and community, and positive attitudes toward work.

The main goal in Stage Two is to introduce the child to the basic concepts of career development. During this time, the student begins to explore more occupations; and his attention is turned to preparing for the future. The role of the teacher in Stage Two is to develop concepts of careers and an awareness of the great variety of career opportunities, to develop research skills necessary for the study of careers, to develop an awareness of the interdependence of jobs, to humanize existing subject matter, and to sustain concepts developed in Stage One.

The main goal in Stage Three is that students make a tentative choice of educational curriculum prior to entering high school. Choice of

curriculum and an understanding of the relationship between education and career results in an awareness of the need to plan for a future occupation. The students will be involved in job cluster exploration "hands-on" activities. This stage is designed to provide students with a sound basis for making these important decisions. Means are provided for them to study a few selected occupational groups intensively. The role of the teacher in Stage Three is to provide experiences for exploring a variety of roles without premature commitment toward a job, to develop an awareness of the need to prepare for a future occupation, and to provide the necessary experiences including "hands-on" exploration for making a tentative choice of educational curriculum prior to entering high school.

The main goal in the Fourth Stage is to provide a specially designed program at the tenth grade level which gives a more in-depth exploration into occupations which will enable the student to begin to make specific occupational choices or to prepare for college. After making a choice at the tenth grade level, the student will begin intensive preparation at the secondary level, either following an occupational course in depth to develop the necessary skills to enter the world of work upon graduation; or he will begin his college preparation with continued emphasis in the academic areas of careers available upon graduation. The role of the teacher in Stage Four is to provide detailed exploration which will enable the student to begin specific occupational choices or to prepare for further education, to provide a specific occupational course in depth to develop skills to enter the world of work or begin college preparation, and to provide experiences with real work situations within the school and community setting.

Career education in Bowling Green has become known as PROJECT PEOPLE. Its thrust, as the name implies, is people-oriented. PROJECT PEOPLE has become synonymous with career education. Career education is not a "fifth subject" in the Bowling Green schools. Success of this program is partially based on its integration into the academic curriculum.

The designers of PROJECT PEOPLE have wisely utilized activities and techniques which teachers have been employing for many years. They simply reorganize these practices using the person in the job, not only the job, as the center of unit organization. The design is structured enough to give the teacher a feeling of security but encourages creative and imaginative approaches; the components, elements, and concepts of PROJECT PEOPLE apply equally throughout the entire range of grades (one through twelve). Because it is people-oriented, the language of PROJECT PEOPLE is universal, and all teachers can communicate with commonality.

For ease in informing students about the wide range of occupations, all job classifications have been categorized into fifteen broad clusters. These clusters are assigned by grade level. By the end of the seventh year, all students will have had minimal exposure to all clusters.

There are three basic components which are considered in writing units for the clusters. First, the teacher must consider accessibility of resource people, materials, and services which are available to the learners. Next, the teacher must consider the mobility of available resources and how these can be used to develop the subject area. Lastly, the teacher must consider creating performance opportunities for the learner.

An extensive forty hours of training was provided each teacher from a cadre of individuals who had participated in a summer workshop. Each

teacher was oriented to the above concepts and wrote and implemented units in certain occupational cluster areas. As a result of this effort, career education became an integral part of the curriculum in the Bowling Green schools.

REGIONAL CAREER EDUCATION DEVELOPMENT PROJECT

OWENSBORO, KENTUCKY

The career education program extends from grade one through an adult phase that includes post-secondary programs at the Daviess County Vocational Technical School, its extension centers, and the Henderson Community College. The program is regional in scope and conceived by a group of district superintendents, vocational school leaders, and community college personnel who planned a cooperative effort to integrate career education into their schools.

The regional program is broken down into four segments: awareness component--grades one through six; orientation and exploration component--grades seven through ten; preparation component--grade eleven through the adult phase; and the guidance component--integrated throughout the total program, grade one through the adult phase. Each district program has comparable components at the local school district level.

Each of the twelve districts in the region has decided for itself the rate of expansion of their programs throughout all the grades. Most of the districts decided to integrate career education into all the grade levels from the inception of the program. The remaining school districts chose to use the pilot school approach.

The main goal of the program is to develop, introduce, and implement career education into the curriculum of all schools in the region. The objectives are to develop self-awareness and positive attitude toward work; to explore occupational clusters and develop employable skills;

to prepare and adjust for job entry and employability; to prepare for entry into skilled and technical occupations; to update or upgrade competencies by advanced training; and to provide counseling, placement, research, follow-up, and group guidance services.

The career education concept is being assimilated into the regional program by many different methods: the formation of task force groups to write and develop appropriate materials; the organization of teams at the building level to plan and integrate career education into the existing program; emphasis on district coordination throughout the region to insure exchange of ideas; and utilization of in-service time across county systems, both vertically and horizontally, to share methods and ideas.

Additional methods of integrating career education into the curriculum include guidance counselors working with students in the areas of vocational interest testing and informational services; teachers inviting guest speakers from the community into the classroom; students taking field trips to businesses and industry; students role-playing situations that arise in preparing for, applying for, and obtaining a job; utilizing films, filmstrips, and other media on career education in the classrooms; and students setting up mini-businesses to learn planning, production, processing, and selling methods that prevail in our economic system.

A regional staff coordinates the project at the regional level, with district leaders planning and implementing the career program in the school districts. Principals, teachers, counselors, and librarians attended workshops last summer to prepare for administering the career education program in their schools. They serve as teacher-trainers to involve

other school personnel in the career education program.

Many schools are using the team teaching approach, while others are maintaining the traditional self-contained classroom approach in teaching career education. Each district program teacher is allowed to develop his own course of study, thus maximizing innovative practices.

Supportive services available to students are well worked out to combine the best that the school and business community can offer. Each school district has its own resource materials and equipment, libraries, guidance materials, and community advisory committees.

District guidance personnel contribute to the regional program in many ways, one being the administering of the Barclay Classroom Climate Inventory to all fourth graders in the region. The Ohio Vocational Interest Survey and the General Aptitude Test Battery are given to all ninth graders and selected tenth and eleventh graders, as well as vocational school students and community college students. A staff-prepared post-test, the Occupational Opinionnaire Profile Survey, is given to the same ninth, tenth, and eleventh grade students. The Assessment of Career Development Test (Iowa Testing Service) will be used to test two hundred students. Results of all tests will be furnished all classroom teachers for use with individual students. Workshops to train teachers to use the test results are in the planning stages.

The industrial coordinator at the Daviess County Vocational Technical School is assisting in a state survey to assess jobs in the region. Information from the survey will be incorporated into a Vocational Information for Education and Work (VIEW) Program that will be utilized in the regional schools.

The teacher plays a most important role in the career education program. It is the teacher who integrates the career education material into the classroom curriculum.

Most in-service training is provided for administrators and teachers through workshops and attendance at state conferences. The workshop consultants are used to explain various phases and programs of career education with representatives returning to their schools to serve as teacher-trainers at district in-service programs. Additional planning sessions are used at the district level to develop plans for implementation of the career education program in the classroom by the teacher.

The regional career education advisory council, composed of local businessmen, educators, and service organization leaders, is the same one that serves the Daviess County Vocational Technical School. The role of the group is to explain the programs of the school and new projects the school undertakes and to provide advice and help to the program in exploring different avenues of approach to problems encountered in the career programs.

Survey instruments have been devised for students to take home to their parents. Most of the inventories request the following information: the place and nature of work for both mother and father; a request for the parents to come to the classroom to discuss their occupations; a suggestion that the parent's business may host a field trip for students; and periods most convenient to the parents in pursuing these activities.

Provisions for placement of students in jobs or other educational programs are in the planning stage. Schools can choose to incorporate a placement office along with the Career Cooperative Program and Career

Laboratory or establish the placement program as a separate entity. Each school shall make a decision on which program or programs will best suit that school's and students' needs.

Evidence of success or failure of the program is being gathered through the extensive use of third-party evaluation and self-evaluation. The Southern Association of Colleges and Schools, Atlanta, Georgia, is the third-party evaluator. Internal evaluations are conducted by both the regional and district staffs in the form of pre- and post-tests administered to students, feedback from participating teachers and administrators, and reports submitted by district career education staff members.

LIFE-CENTERED CAREER EDUCATION

LOUISVILLE PUBLIC SCHOOLS

The career education program spans grades one through nine and is divided into two segments following the elementary and junior high breakdown. Seventy-five percent of the elementary students and sixty percent of the junior high students are involved in the program which is being implemented in phases. Presently it involves four elementary schools and one junior high school. Two additional elementary schools and one junior high school, as well as a senior high program, will be added in September 1973.

The main goals of the project are to help individuals develop self-awareness, decision-making skills, and appropriate attitudes toward the world of work; to help students to become aware, explore, and prepare to be productive, contributing members of society; to provide professional training programs for the staff that will reflect in meaningful experiences for students; and to develop programs which inform parents about career education and the opportunities available to students.

The career education concept is being integrated into the total curriculum by using an interdisciplinary approach. Scope has been given to the program by using IACP--World of Construction and World of Manufacturing--at the junior high level. A task force provides leadership in areas of community involvement, in-service training, curriculum changes, and public relations.

Among supportive services available to students is a mobile guidance trailer which is equipped with films, filmstrips, and kits about the world of work. A full-time vocational counselor is with the unit to work with students, parents, and teachers. Community resources are being tapped mainly through an advisory committee drawn from community, industry, parents, and educators. A local resource pool of neighborhood speakers is available to be interviewed in the classroom. Plans are under way to provide a placement service which would utilize community resources.

The program staff operates a continuous program of in-service education for teachers and administrative staff. In-service training has included two local in-service days at the beginning and ending of school, three in-service Saturdays, state-sponsored workshops, some extended in-service training, and local consultants for implementation.

Community resources are utilized in planning and actuating the career education program through an advisory committee which identifies the community resources, needs, and parents to be involved in the school as aides, models to be interviewed, and drivers for field trips. The emphasis during field trips is placed on seeing people in their jobs. People rather than products are emphasized.

Data is being gathered for both process and product evaluation at each phase of the career education program. These evaluating tools are at various stages of development and will be used to assess the effectiveness of the program.

PIKEVILLE EXEMPLARY EDUCATION PROJECT

PIKEVILLE, KENTUCKY

The career education program spans grades one through twelve with one hundred percent participation of students. It is divided into three segments: the awareness stage--grades one through six; the exploration stage--grades seven through eight; and the intensive exploration and preparation stage--grades nine through twelve.

The main goal of the program at the elementary school level is to establish curricula in the elementary school on two levels, one through three, and four through six, which will employ occupational orientation as the principle vehicle for the teaching of basic education.

The main goal of the program at the junior high school level is to establish a curriculum which has as its core a study and exploration of specific occupational families, the career opportunities in these families, the skills needed for job entry into a specific cluster, and the paths available for obtaining job entry skills or upgrading skills in chosen careers.

The main goals of the program at the high school level are to provide an expanded and improved program of vocational preparation for those students who plan to terminate their formal schooling at grade twelve, to improve the present program to reflect preparation for a cluster of related occupations rather than for specific occupations, and to expand the offerings through incorporation of work-study and cooperative vocational programs.

The strategy for implementing the program has been through staff development and the introduction of new programs. This has been done through extensive in-service activities which were directed toward helping teachers prepare "teaching plans" for the integration of career concepts into their existing programs. In the junior high school, a program was developed to permit both boys and girls to experience several practical arts courses on a nine-week basis. An occupational information program was established in the junior and senior high schools so that classroom teachers could implement it. In the high school, the curriculum has been expanded to include additional vocational programs.

The supportive services utilized in the career education program include the project staff, people of the community, administrators, counselors, librarians, and the Paintsville Vocational Education School. Career resource centers are being developed in both the elementary and secondary libraries, and an internal system disseminates information from the ERIC system and numerous periodicals to the project's participants.

A "guidance team," which includes a nurse, the elementary, junior/senior high counselors, the placement coordinator, and the pupil personnel coordinator, provides such services as placement, guidance, counseling, follow-up, home-visitation, and assessment activities. Where feasible, teachers are utilized as extensions of the guidance service.

The project staff, cooperatively with the school administration, operates a continuous program of in-service education. In-state and out-of-state consultants have been used to supplement the project staff efforts, and teachers and staff have participated regularly in state-level, in-service activities.

The workshops are structured so that the input is followed by working sessions which permit reinforcement of that input. The in-service program during the school year is less structured and is directed more toward individual or small group needs.

The most productive community resource activity has been the work done with the parents. By surveying the parents yearly, numerous resources in the form of aides for classroom activities, guest speakers, and ideas for field trips have been identified. The local radio station broadcasts public service announcements and interview programs which support career education activities. The local newspaper gives excellent news coverage. The Chamber of Commerce and employment agencies help in the placement effort which provides a great deal of exposure for the project. The data generated from community placement surveys has provided a thorough knowledge of businesses, locations for field trips, and employers who will cooperate in placement and cooperative education activities.

The project has a placement component with a full-time staff member. This service coordinates placement opportunities closely with other placement programs in the community. The service is available to all students, with special emphasis on students who leave school prior to completing their program.

Data collection is through parents, students, and informal teacher appraisal. Evaluation by a third party is being done to determine the success or failure of the career education program. Included in the plan will be a follow-up system designed to determine what happens to students after they leave school.

PROJECT "REAL"

RELEVANT EDUCATION ACTIVITY-CENTERED LEARNING

NEWPORT CITY SCHOOLS

The career education program spans grades seven and eight with one hundred percent of the junior high students in the system involved in the program.

The goals of the program are to provide each student the opportunity to acquire knowledge and information about many careers, to elicit an appreciation of each student's personal responsibility to become a self-sufficient person at home and in the community, and to provide an atmosphere where change in attitude toward self, home, school, work, and community can be fostered.

The career education concept is being implemented through supplementary materials, resource people, field trips, school personnel, and community resources. Guidelines for integrating career education with the present adopted texts have been written by the staff and curriculum team.

Among supportive services available to students are guidance counselors who conduct group guidance sessions, emphasizing the importance of self-value, dignity, and worth of the individual as the basis for life and a successful career. The Kuder General Interest Survey will be utilized as well as some self-concept tests. A wide array of media and supplementary materials is being used.

In-service training has been provided by a two-day workshop prior to the opening of school and by regularly scheduled meetings with teachers

of each subject area to review lesson plans, discuss and exchange ideas pertaining to activities, and implement career education into the adopted text now in use.

The community is utilized in planning, actualizing, and evaluating the program. The community supplies resource people from business and industry who visit the classrooms to talk with the students. Field trips are planned for an entire class or a representative group from various classes who will report back to the other members of their classes. Surveys are conducted to locate resource people and maintain a channel of communication between school and community.

Several methods are being followed to evaluate the program. Teachers evaluate students' classroom work, participation, and performance. Selected random samples of students' work are retained to provide materials for program evaluation.

EXEMPLARY PROGRAM IN VOCATIONAL INFORMATION AND COUNSELING IN EMPLOYMENT OF IN-SCHOOL--OUT-OF-SCHOOL YOUTH IN CLAY COUNTY

The career development project spans seventh and eighth grade students in eight consolidated schools in the county. One hundred percent of the seventh and eighth grade students is involved in the program. which has expanded from the two pilot schools initiated in 1970.

The main goals and objectives of the program include providing a general orientation to the world of work, increasing the percentage of pupils who make post high school career plans, providing an understanding of how our economic system works, and modifying teacher attitudes.

Assimilation of the career education concept into the education program is being achieved by integrating it into all subject areas. Stress is placed on activities and materials which will involve students as active participants. The value of mastering basic skills and the relationship of this mastery to the successful performance of all types of work is a key approach to curriculum refocusing.

The program offers services, through the guidance department, in the form of testing and materials. It also works with the available community resources to provide supportive services to the student. A special newsletter is used to keep teachers informed on what activities are taking place in the various schools throughout the county. The supportive service program is flexible enough so that changes can be made to meet

special situations. To insure the success of the program, emphasis is placed on the relationship and interaction between the teacher and the child.

In-service training activities center around regularly scheduled meetings and workshops where participants actually produce materials for various clusters and discuss problems relating to implementation of the program. Consultants are used in both a workshop setting and a follow-up session in the classroom.

Community resources are utilized in planning and actuating the career education program through a twelve-member advisory committee composed of community business and professional people. Field trips and 4-H Club-sponsored activities have exposed students to people in the world of work.

Data is gathered by several means to determine the progress of the student in areas of vocational information, attitude adjustment, and interest inventory. Teachers are asked to evaluate the program and student participation.

HENDERSON COUNTY CAREER EDUCATION PROJECT

HENDERSON, KENTUCKY

The career education program encompasses all twelve grades and involves approximately ninety-five percent of the students. Over a three-year period, four stages have evolved. These stages not only relate to grade segments, but are further identifiable within age groups corresponding with child growth and development. The stages are awareness--grades one through three; orientation--grades four through six; exploration--grades seven through eight; and preparation--grades nine through twelve.

The broad goal of the project includes the implementation of a continuous occupational information program into the regular curriculum from grades one through twelve.

The main objectives of the program are to allow students to develop a positive attitude toward the world of work and the dignity of working; to establish communication between businesses, industries, community personnel, and the schools; to further develop an occupational information component within the guidance department; and to develop curriculum guides integrating career education into grade levels and subject matter areas. A further list of specific objectives have been developed for the grade segments.

These goals are being reached by applying the career education concept to all courses in all grade segments. Major impact has been obtained by using community resources and adjusting the existing curriculum. Through a process of teacher volunteers, new concepts and strategies have been developed.

During the different phases of the project, teacher-made lesson plans and units of study have been revised, edited, and distributed to other faculty members working in the same grade level. A trained cadre of teachers evolved from a few energetic teachers who were willing to innovate. Teacher involvement came about by demonstrating what career education could do for teachers, students, and the community.

The supportive services utilized in the career education program include the guidance department, the Title III reading program, the administrative staff, librarians, and community resource personnel. All of the above aid the classroom teacher in integrating career education concepts into the instructional program.

In-service training is structured according to the time schedule and the personnel involved. Workshops have been directed toward the staff, counselors, and coordinators at various times so as to upgrade their skills and knowledge. In the beginning, key teachers were identified and given extensive training to form a core of trainers located at each school. Since then, in-service training has involved the total educational staff.

On the state level, career education in-service training has offered methodology, structure, content, and strategies for teaching career education concepts to educational personnel involved in developing the program state-wide. Consultants and university personnel have given needed assistance to the development of the project.

Community resources have been important in making the project a success. Community personnel, through their willingness to act as guest speakers in the classroom or permitting groups of students to visit their places of employment, have been of great importance to the project.

A job placement center is beginning operation and has been successful in finding summer, part-time, and full-time work for students.

Evaluation data for the program is being gathered and will be available at the end of the project. A series of instruments is being used to measure attitudes, awareness, and occupational information gained.

SUMMARY

The career education movement in Kentucky, as shown by the preceding project reviews, is an attempt to revise the public school program to provide better answers to the vocational needs and aims of all students. An effective program must include provisions for the gaining of adequate knowledge about career aims and choices at all age levels; utilization of the entire curriculum as a medium for integrating knowledges and attitudes about occupational choice including important social, economic, and personal factors that influence and are influenced by occupational choice; and a means for preparing for appropriate occupational entry.

Emphasis has been placed on a sequential program of preparation from kindergarten through post-secondary education, stressing personal and occupational awareness, orientation toward occupational realities and roles, exploration of specific job families, selection of clusters for beginning preparation in a specific area, and preparation for entry into a job area or into further specialized training and education. Such a sequence is roughly divided into grades kindergarten through six for development of awareness of the world of work and its personal and social significance; grades seven and eight for providing experiences related to forming attitudes concerning potential occupational roles and consolidating subject matter around exploration of occupational families; grades nine and ten for tentative narrowing and deeper exploration in occupational areas; and grades eleven through adult for further specialization

and in-depth preparation. This educational program integrates occupational awareness and choice into the entire curriculum.

Moving through the process of career education, the student should develop self-awareness and understanding of his interests and abilities in relation to possible careers; attitudes and understanding regarding the significance of work in social, personal, and economic terms; understanding of the pervasive and intimate relationship holding between work roles and other life roles and styles; and skills and capabilities permitting, at the least, occupational entry.